Arizona Department of Education
Early Childhood Education
in Collaboration with
Valley of the Sun United Way

FY13 First Things First Pre-Kindergarten Scholarship Grant Guidance Manual - Revised

FIRST THINGS FIRST

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OVERVIEW

First Things First (FTF), approved by Arizona voters, works to ensure that our youngest children have access to quality early childhood experiences so they will start school healthy and ready to succeed. Across the state, FTF regional partnership councils – through collaboration with local leaders – identify the educational and health needs of children from birth through age five in their communities and fund strategies to address those needs.   More information about First Things First may be found at: www.azftf.gov

Every young child in Arizona should have an equal opportunity for high quality early care and education that promotes their social, emotional, cognitive and physical development. Neuroscientists, economists and educators are aligned in identifying that early care and education beginning at birth is an investment that pays dividends as children enter kindergarten and move through the early elementary grades, transition to college and career, and become adult citizens in their community. Families that choose early care and education programs for their children do so for a variety of reasons, and should have options for programs that are high quality; provide choices for part-day or full-day, part-year or full-year; are available where families live and work; and, are affordable.

First Things First has identified a need to increase the number of children who receive high quality early care and education services in order to improve young children's success in school and beyond. High quality early childhood services have been strongly linked to both academic and life skills success among children. Research shows that children who come from families with several risk factors show the most gain from access to high quality early childhood programs. This strategy addresses the identified need by allocating funds for the provision of high quality, early care and education in a center or classroom based setting. Funding will support programming for those children who may not otherwise have access to high quality early care and education during the two years prior to their kindergarten entry by either increasing the number of hours children participate in a high quality program or by increasing the number of children who can be served.

The Arizona Department of Education (ADE), Early Childhood Education (ECE) Section shall serve as the Administrative Home and Valley of the Sun United Way (VSUW) shall serve as the Fiscal Agent for the First Things First Pre-Kindergarten Scholarship Grant.

Mixed Delivery System
The mixed delivery system is defined as a collaborative partnership between a Local Education Agency (LEA) and a community based program with the purpose of establishing a relationship that fosters a seamless system of early care and education. Inherent in the mixed delivery system strategy is the principle that all families have the right to access a high quality early childhood program regardless of income, children's abilities or other factors. In utilizing a mixed delivery system, families have access to a wide array of program types, including public school programs as well as private, for-profit programs, and non-profit programs (whose personnel and/or programming are not funded by a public school entity). All programs will participate in collaborative efforts with the various local early childhood education programs in the community for the purpose of providing families with continuity of services under this funding.

GRANT ADMINISTRATION

Criteria for Participation
All programs must meet the following criteria in order to participate in this funding opportunity:

Each preschool site/program interested in participating must be licensed (prior to serving children) by Arizona Department of Health Services (DHS). In addition, each preschool site/program must also satisfy ***AT LEAST ONE*** of the following requirements:

- enrolled as a Quality First participant and actively working toward quality improvement **OR**,
- have applied for Quality First and will participate as a "Rating Only" program.

Programs should be ready or near ready to provide services to children upon application. This funding is not intended to be used for major construction or renovation projects. Programs with an existing infrastructure requiring minimal startup capital are targeted for this funding.

Beginning Fiscal Year 2014 only programs that have attained a minimum of a 3 Star Rating on the Quality Rating Scale will be eligible to participate in Pre-Kindergarten Scholarships.

Proposals
The Pre-Kindergarten Scholarship Grant is a competitive grant. Programs whose regional councils offer this funding opportunity and who wish to participate in the strategy, must:

- attend a mandatory *Informational Meeting* prior to the fiscal year they are interested in participating;
- submit a proposal that outlines the number of children they *propose* to serve, as well as their service opportunities (full-day or part-day and number of months); and
- be determined eligible and of sufficient quality to participate in the funding.

Funding allocations will be determined based on the information submitted in the proposal, the number of eligible programs in the region and total funding available for the region.

Proposals are submitted via email to the Arizona Department of Education (ADE), Early Childhood Education (ECE) office at ECEinbox@azed.gov .

Allocations are dependent on available funding. Funding will be distributed based on the eligible programs who submit proposals for the upcoming fiscal year funding. Beginning in Fiscal Year 2014, only programs that score a 3 star rating or higher on the FTF Quality Rating System will be eligible for funding. Please be aware that there is the possibility that not all eligible programs will be chosen for participation.

Award Letters
Award letters will be sent via email. The award letter will indicate total program funding as well as the number of children that can be served with the funding.

Allocations
Allocations are based on the number of slots (full-time or part-time) and number of months of service 9, 10, 11, or 12. Total funding is limited to the formula cost per child (to be reviewed annually) and will be calculated as follows:

Length of Service Day	Months of Program	Monthly per Child Rate	Annual per Child Rate
Full Day	12 Months (Full Year)	$600	$7,200
The monthly per child rate of $600 per month will be used as a basis for prorating the formulas for full day programs that are 9, 10 or 11 months in length.			
Part Day	12 Months (Full Year)	$300	$3,600
The monthly per child rate of $300 per month will be used as a basis for pro-rating the formulas for part day programs that are 9, 10 or 11 months in length.			

Contracting Process with Valley of the Sun United Way (VSUW)
Programs that are chosen to participate in the First Things First Pre-Kindergarten Scholarship Grant will need to complete the following steps:

- Complete and submit the *contract* with VSUW
- Complete and submit any necessary tax documents for VSUW (W-9 Form)
- Complete and submit the direct deposit form (if applicable) for VSUW
- Complete and submit the *program budget form* for the fiscal year

Budget Requirements and Allowable Expenditures
Allowable expenditures for the FTF Pre-Kindergarten Scholarship Grant funds must advance a **high quality** educational program for preschool and promote academic achievement using **developmentally appropriate practices**. FTF Pre-Kindergarten Scholarship Grant funds may be expended for the general and specific purposes listed.

- Meet and maintain developmentally appropriate practices in early childhood programs as set forth in the Program Guidelines for High Quality Early Education: Birth through Kindergarten (3rd Edition).
- Meet and maintain programming that clearly aligns with the Arizona Early Learning Standards.
- Meet and maintain national accreditation standards for preschool programs.
- Meet and maintain Arizona Department of Health Services licensure requirements for early care facilities.
- Provide opportunities for family engagement.

Acceptable expenditure categories for the Pre-Kindergarten Scholarship Grant include:

- Direct Instruction: teacher and assistant salaries and benefits; supplies such as manipulatives, books, other classroom items, field trip admissions, Teaching Strategies GOLD subscriptions, substitute teachers, etc.

- Support Services: proportional salaries and benefits for front office staff, supplies for parent trainings or workshops, workshop or training opportunities for teaching staff, travel expenses to attend approved training opportunities, etc.

- Capital Outlay: classroom furniture, classroom computers, etc.

Additional Guidelines

- **Administration** costs **may not exceed 5%** of the total allocation awarded.
- If you are **advertising** Pre-Kindergarten Scholarships program slots (e.g. brochures, flyers, etc.) it must be authorized and approved by VSUW and FTF.
- Capital outlay may be budgeted if justification for expenditures is included where specified on the FTF Pre-Kindergarten Scholarship Grant budget form. All capital outlay expenditures must be itemized on the Capital Outlay description page of the budget. *Capital expenditures include those that have a useful life of one year or more regardless of the dollar amount.*
- Startup costs are recognized as a potential expense during a program's **first year** of programming. Up to **20%** of the total allocation awarded may be budgeted for startup costs and activities. No additional funding is provided.
- Up to **5%** of total allocation awarded may be used for startup costs in **subsequent grant years** but only under justifiable circumstances (e.g. a classroom must be moved to another campus, etc.)
  Startup costs may include but are not limited to the following:
  - minor repairs or alterations necessary to maintain safe operations
  - minor repairs or alterations necessary to maintain licensure requirements
  - classroom equipment
  - staff recruitment and marketing

Comprehensive Services

FTF Pre-Kindergarten Scholarship Grant funds may be used to provide comprehensive services to enrolled children in the following ways:

- Healthy snacks or meals as program dictates and otherwise does not fund.
- Transportation: Funds may be used to provide children enrolled in the program with transportation to/from the school/program site and/or transportation for field trips.
- Supplies for parent educational experiences (workshops, parent nights, etc.)
- To fund or support funding of operational costs such as salary, employee related expenses (i.e. taxes, benefits), supplies and equipment and other business expenses directly related to the program for the qualifying children.

Enrichment

FTF Pre-Kindergarten Scholarship Grant funds may be used to provide children with educational enrichment experiences and opportunities both off and on school grounds (e.g. field trip to local library to obtain library card, on site visit by children's author and illustrator to work with students).

Leverage Funding
Programs must leverage other funds at a minimum of 20% of the total cost of services. The match funding must be detailed on the budget form.

- Leverage funds may be provided in cash or through in-kind contributions, fairly evaluated, and may consist of, but are not limited to:
    - building space
    - IDEA Part B funds
    - Title I funds
    - Migrant funds
    - Child and Adult Care Food Program (CACFP) funds
    - National School Lunch Program
    - Parent Contributions or Tuition
    - other state, tribal or federal dollars

*Providing a full range of high quality early childhood services requires both appropriate funding levels as well as significant leveraging of program resource. Therefore, programs may braid funding in order to provide quality preschool services to the maximum number of eligible children **but shall not supplant any current funding source.***

Any capital that involves renovation or construction will require a 50% match of allowable matching funds.

In-Kind or Leverage Funding must be indicated on the budget form at a minimum of 20% of the programs total allocation.

Funding Distribution
Funding will be distributed by Valley of the Sun United Way on the third full Friday of each month. ***Failure to submit your Data and/or Narrative reports by the required due date will result in an immediate hold on funding.***

There are **no carry-over funds** for state grants.

Funds not expended by the program during the fiscal year for which they were allocated must be returned. Failure to comply will result in ineligibility for future funding opportunities through this grant until the funds have been returned.

Monthly Data Report

Programs receiving FTF Pre-Kindergarten Scholarship Grant funds will be required to participate in the following mandatory meetings:

- Data Reporting – Valley of the Sun United Way

All programs must submit monthly Data reports to VSUW by the ***5th business day*** of each month.

Reporting Dates for the FTF Pre-Kindergarten Scholarship Grant

ALL Programs	
Monthly Data Reports are Submitted ONLINE to Valley of the Sun United Way	
Program Month	**Date Data Reports Due**
July	August 1 – August 7
August	September 1 – September 7
September	October 1 – October 7
October	November 1 – November 7
November	December 1 – December 7
December	January 2 - January 8
January	February 1 – February 7
February	March 1 – March 7
March	April 1 – April 7
April	May 1 - May 7
May	June 1 – June 7
June	July 1 – July 7

PROGRAM REQUIREMENTS

Mixed Delivery System

As described in the overview, the mixed delivery system is based on methods by which early care and education programs work collaboratively to provide **high quality** services to preschool age children in various settings. Financing early childhood education programs through a mixed service delivery model ensures that sufficient resources and standards are in place to support high quality through coordinated community efforts. A true mixed delivery system requires equal and equitable access to programs and funding across early care and education settings including public schools, Head Start programs, tribal programs, for-profit and non-profit preschools or centers, and faith-based programs. A mixed delivery system offers families a choice as to where their children receive quality early childhood experiences. A mixed delivery system includes:

- Developing and implementing a written plan outlining how the program will create financial and non-financial partnerships with other provider types in the region.

- Ensuring opportunities for collaboration and coordination, each participating program will attend meetings and workgroups in the region being served to identify, develop, and implement mechanisms around coordination and collaboration.

Implementation of Services

The Pre-Kindergarten Scholarship Grant allocates funds for the provision of **HIGH QUALITY** preschool programming in a center or classroom based setting. Funding will support programming for children ages 3-5 years old who may not otherwise have access to high quality early care and education during the two years prior to their kindergarten entry.

Pre-Kindergarten Scholarship programs shall be free or as low-cost as possible to the eligible low-income families receiving scholarships.

Programs in their **first year** of funding will have **60 days** to become *fully operational*.

Programs that are in **subsequent funding years** will have **30 days** to become *fully operational*.

Fully operational is defined as having the **specified number of children**, based on your allocation, **enrolled and participating** in the identified program activities.

All programs will establish a waiting list to ensure that full enrollment can be maintained at all times and will enroll new students as slots become available.

Parent Contributions

Parents may be asked to contribute toward the cost of early childhood education, but it is recommended that these contributions not exceed 10% of the gross family income. Parents may also contribute time or services in lieu of a monetary payment.

Program Hours

Programs operating under this funding are required to enroll children for a minimum number of hours per day, a minimum number of days per week and for a minimum number of program days per year.

- Children may be enrolled in either a full day or part day of service based on the following definitions and requirements:

  - **A full day of service** for children is defined as:
    - **a minimum of 28 hours (or more) per week**
    - **a minimum of 4 days per week**

  - **A part day of service** for children is defined as:
    - **no less than 12 hours per week**
    - **a minimum of 3 hours per day**
    - **a minimum of 3 days per week**

  *__*A two day per week program does not meet the requirements of this grant.__*

- Program services must be provided for **a minimum of 9 months** unless prorated for late start-up.

Staff-to-Child Ratio and Total Class/Group Size
- Classrooms that are comprised of only 4-5 year olds:
  - May not exceed a staff to child ratio of 1 to 10
  - May not exceed a total class size of 20 children

- Classrooms that are comprised of children aged 3 or as inclusion settings for children with disabilities:
  - May not exceed a staff to child ratio of 1 to 9 (staffing decisions should be adjusted in accordance with the specific disabilities and/or needs of the children present)
  - May not exceed a total class size of 18 children

Attendance
Children's consistent attendance leads to maximum learning opportunities. Therefore, attendance policies must support consistency and ongoing participation.

- Programs must put policies in place to determine when a child shall be excluded from participation due to non-attendance.

- These policies must be in writing and given to the families at the time of enrollment.

- Programs must document all decisions regarding children's continued participation.

Student Enrollment and Eligibility
Enrollment and eligibility requirements are intended to ensure that services under this grant funding increase children's access to high quality early care and education. Programs are required to demonstrate that children served are eligible to participate by obtaining documentation of age of child, family income, and proof of the child's legal residency.

- **Age Requirements** - children shall be at least 3 years of age before September 1st (no exceptions) and not yet eligible for kindergarten (no exceptions) of the program year. Appropriate documentation, such as a birth certificate must be presented at the time of registration to determine if the child's eligibility. A copy of the birth certificate must be maintained in the child's file and will be available when requested by the administrative home.

- **Household Income** – Household income is at or below 200% of the Federal Poverty Level (FPL) unless otherwise specified by the Regional Partnership Council. (Poverty is defined as family income at or below 100%; low-income is defined as income at or below 200% of FPL.) (Please see Forms and Documents – 2012 Federal Poverty Guidelines)

  o Programs will verify family gross monthly income by reviewing documentation presented by the family. Acceptable documentation of income may include current pay stubs, written, notarized statement from employer, documentation of current receipt of unemployment insurance, documentation of receipt of public assistance such as KidsCare, or Food Stamps, eligibility for the Free and Reduced Lunch Program, gross income as listed on the most current Federal Individual Tax Form 1040, Form 1099, or W2. (If self-employed at least one of the tax forms is required.)

  o Copies of the documentation that establishes income eligibility will be maintained in a separate, locked file and available when requested by the administrative home.

  o Financial Enrollment Requirements – child must meet all requirements listed below:

    ➢ Children participating may not be receiving duplicate programming through other funding available from State, Federal or Tribal sources such as: Department of Economic Security (DES) child care subsidy, Title I, Special Education Programs, Head Start or FTF childcare scholarships. *Children eligible for these resources but who are currently on waiting lists for these programs are eligible to participate. A child receiving part-time, non-pre-k program funding from DES or FTF child care scholarships are eligible to receive part-time pre-k program funding.*

- **Proof of Child's Legal Residency** – (See Appendix A)

*Open enrollment is an acceptable option for children who do not live within the regional zip codes if the program has room for the student. It is the family's responsibility to transport the child to and from the program.

Important Points to Remember!

Documentation of family income eligibility must be kept in a confidential file in a locked filing cabinet in a secure area (i.e., the director or principal's office) and be maintained on site for at least two years. Records must be maintained for an additional three years in accordance with the LEA policies.

Staff Qualifications

Director/Administrator Qualifications
At a minimum, directors/administrators (those responsible for the direct supervision of the program and staff; this may include principals, program coordinators, provider owner/director) must hold a Bachelors degree in Early Childhood, Child Development and Family Studies, or Early Childhood Special Education OR hold a principal's certificate through the Arizona Department of Education.

Teacher Qualifications
At a minimum, the pre-kindergarten lead teacher must hold a Bachelor's degree in Early Childhood, Child Development, or a related field recognized by the Quality First Point Scale.

For individuals teaching in public school early childhood education programs: either a provisional or a standard early childhood education certificate or endorsement will be required (R7-2-608 & R7-2-615) (See Appendix C).

Teaching Assistant Qualifications
At a minimum, assistants must have a Child Development Associate Credential (CDA) or an Associate's degree in Early Childhood Education or Child Development.

PROGRAM OPERATIONS

Child Screening
Early identification of children with special needs ensures that young children receive the services and supports necessary to maximize their opportunities for healthy development and learning. School districts are required by statute to "…identify, locate, and evaluate all children with disabilities within their geographic boundaries who are in need of special education and related services" (§300.111 Child Find). Screening activities are a first step in the identification process. Therefore it is imperative that a screening procedure be in place to ensure children are identified and receive the supports they need.

- All children participating in a FTF Pre-Kindergarten Scholarship Grant will receive a *sensory (hearing and vision) screening* within the first 45 calendar days of the first day of attendance in the program. (See Appendix E)

    o Hearing and vision screening performed on children must be conducted by those who have been trained to administer screening instruments. If no such person is available at the program, outside resources must be contracted with to conduct these screenings.

- All children participating in the FTF Pre-Kindergarten Scholarship Grant classroom will receive a *developmental screening* (checklist acceptable) within the first 45 calendar days of the first day of attendance in the program. (See Forms and Documents)

    o The developmental screening should:
        ➤ take place in the context of the children's daily activities and routines
        ➤ incorporate parental input

- Follow up referrals and activities that are initiated to secure appropriate services will be documented and tracked to ensure that families receive the information and/or services necessary. Community partners will work in partnership with the LEA to ensure coordinated and seamless efforts are maintained.

Formative Assessment
Formative assessment activities will be used to inform individualized instruction and program improvement and will include:

- Observations and anecdotal notes;
- Collecting work samples; and
- Gathering family input.

All programs will use the approved ongoing progress monitoring tool *Teaching Strategies GOLD.* Ongoing progress monitoring requires that teachers, paraprofessionals and related service providers observe children and document these observations on a daily and weekly basis. Checkpoint dates (three points in time at which teachers will stop to reflect upon and rate the documentation they have been collecting) have been established to ensure that documentation is entered into GOLD online to allow for ADE to export the data for all programs.

Checkpoint dates for 2012-2013:

Period	Start Date	End Date	Checkpoint Due Date
Fall	Aug. 1, 2012	Oct. 12, 2012	Oct. 12, 2012
Winter	Oct. 13, 2012	Feb. 8, 2013	Feb. 8, 2013
Spring	Feb. 2, 2013	May 31, 2013	May 31, 2013
***Summer –** for programs that are 12 months	June 1, 2013	July 31, 2013	July 31, 2013

The purpose of data collected and ratings given at the **first** checkpoint date is to serve as a **baseline** for a child by which to measure progress. Therefore, teachers can enter initial ratings as soon as they have sufficient documentation for all areas for each child. Teachers do not need to wait for the first checkpoint date to finalize their data in GOLD.

Annual subscription price per child is $10.95 and will be paid by the program serving the child. This subscription must be renewed every 12 months so programs are encouraged to wait until July 1 to activate their per-child subscriptions to GOLD Online. Only the purchase and use of the online assessment subscription per child is required.

The Arizona contact at Teaching Strategies is listed below:

Maureen O'Hara
Teaching Strategies, Inc
Toll Free (800) 637-3652 ext. 4
Maureen.o@teachingstrategies.com

Program staff must be appropriately trained in the use of the formative assessment tool. Training opportunities can be found on the ADE website. www.ade.az.gov/onlineregistration/

Curriculum
The following are required to ensure curricular approaches are used that meet the individual *and* developmental needs of children while providing them with intentionally designed instruction and activities:

- Curriculum and teaching principles promote learning and development in the following domains: social and emotional, language and literacy, cognitive and physical.

- Curriculum aligns clearly and with the full content of the Arizona Early Learning Standards. Training is provided on using the Arizona Early Learning Standards to assist in the development of appropriate curriculum.

- Curriculum incorporates ongoing assessment to determine instructional needs.

- Lesson plans are in place, aligned with the standards and clearly demonstrate meeting the specific needs of children. (See Appendix D)

- Children's needs are met through the use of effective instructional strategies.

- Programs follow the most current edition of the <u>Program Guidelines for High Quality Early Education: Birth through Kindergarten</u>.

<u>Effective Instructional Strategies</u> are ways that teachers present information to children that make concepts concrete and allow children to make connections to their prior knowledge. The challenge of the early education teacher is to narrow the achievement gaps and improve academic performance of all children. To meet this challenge, teachers need to be cognizant that young children do not distinguish learning by subject area. Instead, a child's progress in one domain continues to influence and be influenced by progress in other domains. More information regarding effective instructional strategies can be found in the *Program Guidelines for High Quality Early Education: Birth through Kindergarten.*

Please Note:
Worksheets are ***NOT*** an Effective Instructional Strategy for young children. Determine the goal of the worksheet or the standard it is addressing and convert it into an active, concrete learning opportunity.

Family Engagement
Families play a central role as the most influential people in a child's life. Programs receiving funding under this grant must involve families in a variety of ways that support some or all of the following types of family engagement:

- Offer parenting classes
- Coordinate opportunities to communicate with families about the program and their child's progress towards the Early Learning Standards (ELS)
- Explain, offer training opportunities for families about the ELS
- Offer a variety of ways for families to volunteer
- Include families as participants in programmatic decisions, governance and advocacy
- Coordinate resources and services for families, children as well as connecting with local businesses, agencies and other local groups

Programs in receipt of this funding must create and implement plans for family engagement. A copy of the written plan shall be available on-site upon request. Activities outlined in the plan may include but are not limited to the following:

- Home visits (initial or ongoing)
- Family conferences
- Classroom visits with options for parents to participate
- Family satisfaction surveys
- Child progress reports
- Parent night or family activity nights

Family engagement activities shall include a focus on involving the family as key decision makers and assessors of the program and their child's educational plan.

Transition to Kindergarten

As part of ensuring effective collaborations with the community and providing children and families with seamless services as they move to school entry, programs will:

- create and implement a comprehensive, written kindergarten transition plan. The transition plan shall include a clearly described partnership between the community partner program and the Local Education Agency (LEA) program.
- incorporate transition practices throughout the school year.
- include activities that support child-school connections; family-school connections; and school-school connections. (See Appendix C)

Program Evaluation – Early Childhood Quality Improvement Practices (ECQUIP)

Effective programs recognize that building and maintaining quality requires an ongoing and iterative process. Programs shall conduct ongoing, reflective practices that continuously assess the quality and effectiveness of their program through evaluation and observation of classroom environments and teacher/child interactions. The program assessment is collaborative and conducted in partnership with the district's Early Childhood Quality Improvement Practices (ECQUIP) process.

ECQUIP is a self-assessment process intended to provide Arizona programs working with young children a framework for evaluating program effectiveness and designing strategies for continuous quality improvement. All programs administered through the Early Childhood Education section of the Arizona Department of Education are required to participate in ECQUIP. For more information related to ECQUIP and the process, visit the Early Childhood website at www.ade.az.gov/earlychildhood .

Staff Evaluation

Supervision of program personnel is conducted as a collaborative process with mechanisms that support them in challenging situations and provides ongoing and regularly scheduled opportunities for discussion.

Annual Program Monitoring

Program Monitoring is conducted on an annual basis and consists of two parts, fiscal requirements (VSUW) and quality practices (ADE).

Monitoring of programs is a proactive approach to ensuring the FTF Pre-Kindergarten Scholarship Grant programs are following guidelines and providing high quality, comprehensive educational programs that promote improved student achievement.

A formal monitoring visit will take place annually. It will be pre-scheduled by ADE Early Childhood Education staff with the program site to be visited. The annual program monitoring of the preschool programs will include:

- Classroom visitations

- Interviews with program teachers and administrators
- Review of children's portfolios/work samples and teacher anecdotal observation notes (On-going progress monitoring data on Teaching Strategies GOLD) to ensure that individual needs are being addressed and met
- Review of program compliance information
- Review of program documentation and requirements such as ECQUIP meeting results, documentation of family income, DHS licensure, accreditation information (if applicable), and collaboration documentation

The formal monitoring will conclude with ADE staff meeting with the program administrator(s) or staff to discuss observations and to provide technical assistance if needed.

Professional Development
All program personnel will participate in continuing education to remain current in early childhood research and methods and to continually update skills and knowledge.

All program personnel will receive professional development and demonstrate competency on the use of the Arizona Early Learning Standards.

Teaching staff shall receive a minimum of 18 documented hours of professional development per year.

The 18 hours of professional development will align with staff needs around the AZ Early Learning Standards, kindergarten transitions, on-going progress monitoring, inclusion of children with disabilities and based on recommendations by ADE Early Childhood Quality Mentors, FTF Coaches or the sites Quality Improvement Plan.

EARLY CHILDHOOD EDUCATION QUALITY MENTOR

An Early Childhood Education (ECE) Quality Mentor will be assigned to work with the LEAs and their community partners to support quality improvement efforts and facilitate collaborative relationships. He/she will mentor the ECE instructional staff in ensuring and facilitating quality indicators such as outlined in the Environmental Rating Scale/ECERS-R along with child screening and assessment, family engagement, kindergarten transition, and community collaboration. The ECE Quality Mentors will work in conjunction with Quality First coaches and any other service providers, for those programs already enrolled in FTF Quality First to ensure continuity of services.

ECE Mentor's Mission
The ECE Mentor's Mission is to:
- help instructional staff gain the knowledge and skills necessary to transform the quality of the program, and

- help develop an infrastructure in order to ensure sustainability of the collaborative relationship within the local community to improve outcomes for children.

Primary Responsibilities of the ECE Quality Mentor
Primary Responsibilities of the ECE Quality Mentor include but are not limited to:
- Provide technical assistance to participants with the purpose of supporting the implementation of strategies and approaches that are developmentally appropriate, researched based and most likely to achieve improved student outcomes
- Develop and work with existing implementation plans with participants to achieve improved levels of quality and improved outcomes for young children
- Attend meetings, conferences, workshops in the community to continually seek ways to bridge theory and practice for project participants as well as build local systems of quality early childhood education
- Collect, develop, and provide informational and educational materials to project participants
- Submit reports/information as required
- Conduct applicable training and professional development sponsored by ADE

TECHNICAL ASSISTANCE

ADE Early Childhood Education program staff members are available year-round to provide technical assistance regarding the First Things First Pre-Kindergarten Scholarship Grant. Please feel free to contact our office at any time so that we can address any concerns or questions you may have.

Contact Information for Program Implementation

Mailing Address:
Arizona Department of Education
Early Childhood Education Section
Head Start State Collaboration Office
1535 W. Jefferson Street, Bin #15
Phoenix, AZ 85007

Web Address: www.azed.gov/earlychildhood

Physical Location:
2005 North Central Avenue
Phoenix, AZ 85004
Phone: (602) 364-1530
Fax: (602) 542-2730

Email Address:
ECEinbox@azed.gov

Contact Information for Fiscal Implementation

Address:
Valley of the Sun United Way
1515 E. Osborn Road
Phoenix, AZ 85014-5386

Web Address: www.vsuw.org

Email Address:
RegionalScholarships@vsuw.org

APPENDIX A: Legal Residency

Eligibility for state or local public benefits; documentation; violation; classification; citizen suits; definition

A. Notwithstanding any other state law and to the extent permitted by federal law, any agency of this state or a political subdivision of this state that administers any state or local public benefit shall require each person who applies for the state or local public benefit to submit at least one of the following documents to the entity that administers the state or local public benefit demonstrating lawful presence in the United States:

1. An Arizona driver license issued after 1996 or an Arizona non-operating identification license.
2. A birth certificate or delayed birth certificate issued in any state, territory or possession of the United States.
3. A United States certificate of birth abroad.
4. A United States passport.
5. A foreign passport with a United States visa.
6. An I-94 form with a photograph.
7. A United States citizenship and immigration services employment authorization document or refugee travel document.
8. A United States certificate of naturalization.
9. A United States certificate of citizenship.
10. A tribal certificate of Indian blood.
11. A tribal or bureau of Indian affairs affidavit of birth.

B. For the purposes of administering the Arizona health care cost containment system, documentation of citizenship and **legal residence** shall conform with the requirements of title XIX of the social security act.

C. To the extent permitted by federal law, an agency of this state or political subdivision of this state may allow tribal members, the elderly and persons with disabilities or incapacity of the mind or body to provide documentation as specified in section 6036 of the federal deficit reduction act of 2005 (P.L. 109-171; 120 Stat. 81) and related federal guidance in lieu of the documentation required by this section.

D. Any person who applies for state or local public benefits shall sign a sworn affidavit stating that the documents presented pursuant to subsection A are true under penalty of perjury.

E. Failure to report discovered violations of federal immigration law by an employee of an agency of this state or a political subdivision of this state that administers any state or local public benefit is a class 2 misdemeanor. If that employee's supervisor knew of the failure to report and failed to direct the employee to make the report, the supervisor is guilty of a class 2 misdemeanor.

F. This section shall be enforced without regard to race, color, religion, sex, age, disability or national origin.

G. Any person who is a resident of this state has standing in any court of record to bring suit against any agent or agency of this state or its political subdivisions to remedy any violation of any provision of this section, including an action for mandamus. Courts shall give preference to actions brought under this section over other civil actions or proceedings pending in the court.

H. For the purposes of this section, "state or local public benefit" has the same meaning prescribed in 8 United States Code section 1621, except that it does not include commercial or professional licenses or benefits provided by the public retirement systems and plans of this state.

Appendix B: Early Childhood Education Certificate and Endorsement

Changes in Early Childhood Certification and Endorsement

In 2004 the AZ State Board of Education approved an Early Childhood Teaching Certificate and Endorsement for state funded preschool and kindergarten teachers which was meant to be fully implemented on July 1, 2009.

In spring of 2008, ADE staff ascertained that our state was only at 46% compliance for preschool teachers and at 49% for kindergarten teacher compliance.

December 8, 2008, The State Board of Education voted to accept two significant changes to the Early Childhood Certification/Endorsement Rule Language that were recommended by the Certification Advisory Committee.

1. **Implementation date for ECE Certification and Endorsement will be postponed from July 1, 2009 to July 1, 2012** (R7-2-608 & R7-2-615)

2. **Additional board rule language now stipulates that a passing score on the early childhood professional knowledge portion of the Arizona Educator Proficiency Assessment may be substituted for the 21 semester hours of early childhood education coursework required to obtain the ECE Endorsement (R7-2-615).**

The full version of the adopted language can be found at:
http://www.ade.state.az.us/stateboard/agendaitems/Item5-HI-EarlyChildhoodCertificateandEndorsement.pdf

It is strongly recommended that Administrators implement the following timeline to ensure compliance by 2012.

2009	25% of ECE educators in preschool and kindergarten are in compliance with R7-2-608
2010	50% of ECE educators in preschool and kindergarten are in compliance with R7-2-608
2011	75% of ECE educators in preschool and kindergarten are in compliance with R7-2-608
2012	100% of ECE educators in preschool and kindergarten are in compliance with R7-2-608

Please refer to the Arizona Department of Education ~ Early Childhood Education website for coursework availability, State Board Approved ECE Programs and implementation guidance. http://www.ade.state.az.us/earlychildhood/

R7-2-612. Other Teaching Certificates

I. Provisional Early Childhood Education Certificate - birth through age eight

1. By July 1, 2009, either a provisional or a standard early childhood education certificate will be required for individuals teaching in public school early childhood education programs, except as provided in R7-2-610 or in R7-2-613(L). For individuals teaching in grades 1 - 3, this certificate is optional, but recommended.

2. For the purposes of this rule, public school early childhood education programs are defined as education programs provided by local education agencies, including their sub-grantees and contracted providers, for children birth through age 8 for the purpose of providing academically and developmentally appropriate learning opportunities that are standards-based with defined curriculum and comprehensive in content to include all appropriate developmental and academic areas as defined by the Arizona Early Childhood Education Standards or the Arizona K-12 Academic Standards approved by the Board. The Arizona Early Childhood Education Standards: Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007, were adopted by the State Board of Education in June 2003 and the Arizona K-12 Academic Standards: Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007, were adopted by the State Board of Education as follows: Arts, April 1997; Comprehensive Health/PE, April 1997; Foreign and Native Language, April 1997; Mathematics, March 2003; Reading, March 2003; Science, May 2004; Social Studies, March 2000; Technology, September 2000; Workplace Skills, March 1997; and Writing, June 2004, are incorporated by reference and are on file with the Arizona Department of Education and the Office of the Secretary of State. This incorporation by reference contains no further editions or amendments. Copies of the incorporated material are available for review at Arizona Department of Education, 1535 West Jefferson, Phoenix, AZ 85007 or on the Arizona Department of Education website at www.ade.az.gov/standards. Public school early childhood education programs include, but are not limited to, half day and full day kindergarten programs, Early Childhood Block Grant programs pursuant to A.R.S. §15-1251, Family Literacy Programs for preschool children pursuant to A.R.S. §15-191.01, and public school-administered early childhood education programs funded in whole or part with federal funds, such as the Head Start or Even Start programs, provided nothing in these rules conflict with the terms of the federal grant. Extended day child care programs provided by local

educational agencies are not considered early childhood education programs for purposes of this rule unless the program meets the definition of a public school early childhood education program set forth above.

3. This certificate is valid for two years and is not renewable.

4. The requirements are:
    a. A Bachelor's degree; and
    b. One of the following:

i. Completion of a teacher preparation program in early childhood education from an accredited institution or a teacher preparation program approved by the Board; or

ii. Early childhood education coursework and practicum experience which teaches the knowledge and skills described in R7-2-602 and includes both of the following:

(1) 37 semester hours of early childhood education courses to include all of the following areas of study:

a. foundations of early childhood education;
b. child guidance and classroom management;
c. characteristics and quality practices for typical and atypical behaviors of young children;
d. child growth and development, including health, safety and nutrition;
e. child, family, cultural and community relationships;
f. developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
g. early language and literacy development;
h. assessing, monitoring and reporting progress of young children; and

(2) A minimum of 8 semester hours of practicum, including:

a. A minimum of 4 semester hours in supervised field experience, practicum, internship or student teaching setting serving children birth – preschool. One year of full-time verified teaching experience with children in birth – preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
b. A minimum of 4 semester hours in a supervised student teaching setting serving children in kindergarten - grade 3. One year of full-time verified teaching experience with children in kindergarten – grade 3 in an accredited school may substitute for this student teaching experience.

iii. A valid early childhood education certificate from another state.

c. A valid Fingerprint Clearance Card issued by Arizona DPS; and
d. A passing score on the professional knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board; and
e. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.

J. Standard Early Childhood Education Certificate - birth through age eight

1. By July 1, 2009, either a provisional or a standard early childhood education certificate will be required for individuals teaching in public school early childhood education programs, except as provided in R7-2-610 or in R7-2-613(L). For individuals teaching in grades 1 - 3, this certificate is optional, but recommended.

2. This certificate is valid for six years.

3. The requirements are:

    a. Qualification for the Provisional Early Childhood Education Certificate, except as provided in R7-2-612(J)(4); and
    b. Two years of verified teaching experience with children birth through age eight of grade three in a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities.

4. An individual may also qualify for a standard Early Childhood Education Certificate if the individual:

22

a. Holds current National Board Certification in Early Childhood; and
b. Holds a valid fingerprint Clearance Card issued by DPS.

R7-2-613. Endorsements

L. Early Childhood Education Endorsement – birth through age eight

1. An early childhood endorsement is optional, but recommended for individuals teaching in public school early childhood education programs who are not otherwise certified in early childhood education. When combined with an Arizona elementary education teaching certificate or an Arizona special education teaching certificate, it may be used in lieu of a standard early childhood education certificate as described in R7-2- 612(I).

2. An endorsement shall be automatically renewed with the certificate on which it is posted.

3. The requirements are:

   a. A valid Arizona elementary education teaching certificate as provided in R7-2-608 or a valid Arizona special education teaching certificate as provided in R7-2-610.
   b. Early childhood education coursework and practicum experience which includes both of the following:

i. 21 semester hours of early childhood education courses to include all of the following areas of study:
   (1) foundations of early childhood education;
   (2) child guidance and classroom management;
   (3) characteristics and quality practices for typical and atypical behaviors of young children;
   (4) child growth and development, including health, safety and nutrition;
   (5) child, family, cultural and community relationships;
   (6) developmentally appropriate instructional methodologies for teaching language, math, science, social studies and the arts;
   (7) early language and literacy development;
   (8) assessing, monitoring and reporting progress of young children; and

ii. A minimum of 8 semester hours of practicum including:
   (1) A minimum of 4 semester hours in a supervised field experience, practicum, internship or student teaching setting serving children birth-preschool. One year of full-time verified teaching experience with children in birth-preschool may substitute for this student teaching experience. This verification may come from a school-based education program or center-based program licensed by the Department of Health Services or regulated by tribal or military authorities; and
   (2) A minimum of 4 semester hours in a supervised student teaching setting serving children in kindergarten-grade 3. One year of fulltime verified teaching experience with children in kindergarten – grade 3 in an accredited school may substitute for this student teaching experience.

   c. A valid Fingerprint Clearance Card issued by Arizona DPS; and
   d. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.

4. Teachers with a valid Arizona elementary education certificate or Arizona special education certificate as of July 1, 2006 meet the requirements of this section with evidence of the following:

   a. A minimum of three years infant/toddler, preschool or kindergarten - grade 3 classroom teaching experience within 10 years prior to July 1, 2009, and
   b. A passing score on the early childhood subject knowledge portion of the Arizona Educator Proficiency Assessment once that portion of the AEPA is adopted by the Board.

Appendix C: Transition to Kindergarten

Helping children and their families make the transition to kindergarten involves a year-long planning process and an array of transition practices that meet the needs of the families, schools, and community.

Elements of a Kindergarten Transition Plan

Type of Connection	Transition Activity
Child-School	- Preschool children visit a K classroom - Preschool children participate in a school-wide activity (assemblies) - Informal playground and popsicle nights to familiarize children with the kindergarten playground - Preschool children practice kindergarten rituals (special K stories, songs, photo books, etc.) - Preschool children attend a spring orientation about kindergarten - Preschool children visit the specific kindergarten class they anticipate attending in the next school year
Family-School	- Periodic contact with family to ensure that they are aware of upcoming activities - Family participation in classroom and school events - Family meetings about transition issues (concerns, questions about the K experience) - Parents of preschool children attend an orientation about kindergarten - Individual meetings are held with parents of a preschool children to discuss and share kindergarten information - Kindergarten teachers meet with the preschoolers and his/her family before the start of the school year - Kindergarten parents attend an orientation about kindergarten
School-School	- Kindergarten teacher visits the preschool classroom - Kindergarten and preschool teachers meet to discuss curriculum (vertical alignment of standards) - Kindergarten and preschool teachers meet to discuss and share information regarding specific children (such as children receiving special education services) - Written records of children's preschool experiences are shared with the next years teacher - Preschool teacher visits the kindergarten classroom - Kindergarten visit the preschool classroom
Community Engagement	- All students entering kindergarten are screened to identify those most at risk - Kindergarten students found at risk follow the same RTI procedures as in other grades

Steps to creating a Kindergarten Transition Process:

- *Form a collaborative team* – preschool teachers, kindergarten teachers, families, principals, parents, community partners
    - o This team will facilitate the kindergarten transition process by arranging team meetings, establishing priorities, developing and implementing the transition plan and activities.
- *Identify a Transition Coordinator/Designated Leader*
    - o This person will provide continuity and will coordinate the transition activities.
- *Create Goals and Objectives*
- *Create a Timeline*
    - o Start with activities already in place. Include activities over the entire school year – not just the end of the school year or once the children have already entered kindergarten.
- *Create a Written Policy and Procedure*
    - o This will facilitate the transition process will foster continuity for children and families.
- *Implement Transition Practices*
- *Evaluate and Revise*
    - o An on-going process, discover what works and what doesn't.

Sample Kindergarten Transition Plan

Step 1: Identify committee team members and their affiliation, designate a leader, and discuss committee transition goals.

Committee Members	Affiliation
Sara Rudolph	Elementary School Principal
Jeff Smith	Community Partner Director
David Lewis	Parent
Laura Bowden	Preschool Teacher
Bill Jones	Kindergarten Teacher

Designated Leader: Laura Bowden

Transition Committee Goals:
1. Support children being ready for school.
2. Help families know more about what they can do at home to help children be ready for school.
3. Get community more involved with children.

Step 2: Complete matrix with current transition activities practiced in your community, deciding what type of connection it fosters and the focus of the activity. You may have some blank boxes.

Type of Connection	Sharing Information	Building Relational Supports	Fostering Continuity Between Settings
Child-School	Preschool teachers talk and read books about kindergarten	Through home visits, children meet their kindergarten teacher before school starts	Preschool children practice some kindergarten rules and routines toward the end of the preschool year
Family-School	Family receives a general letter about kindergarten before school starts Preschool teachers provide families with information about the elementary expectations, procedures	Elementary school holds a parent orientation for incoming students before school starts, so parents can get to know their children's teachers	Parents are given a set of activities to do with children over the summer prior to their kindergarten year
School-School	Preschool teacher discusses child's strengths and challenges with kindergarten teacher	Preschool directors meet to discuss common ways to support children Preschool and elementary personnel develop early learning standards together	Preschool directors meet to discuss common ways to support children Preschool and elementary personnel develop early learning standards together
School-Community	School makes kindergarten registration announcement in the local newspaper and via flyers posted at the community center		

Step 3: Based on your goals and activities you have identified, brainstorm up to four activities that could either address areas in need or intensify areas already focused on. Consider the type of connection, type of activity, when in the year they would occur, who needs to be involved to make them happen, possible barriers and who is responsible for follow-up.

Type of connection and type of activity	Activity	When does practice occur?	Who Needs to be Involved?	Potential Barriers	Who is responsible for follow-up?
Family-School (Information sharing)	Provide more specific information about beginning of school expectations and ways parents can prepare children for this	End of preschool, summer before kindergarten	Office staff for mailings and addresses	Information not up-to-date until kids start K	Laura
School- Community (Building relational supports)	Work with current team to identify and engage community members in schools through volunteering	On-going	Community team, schools	Finding a process that works	Jeff
Family-School (Fostering continuity between settings)	Coordinate between preschool and kindergarten ways to orient parents to the setting and upcoming change. This could be through enhanced orientations, tours, field trips	End of preschool, summer before kindergarten	Preschool and elementary teachers, families	If it is during the school day, fewer parents can participate	David

Step 4: Evaluate the transition plan for strengths and weaknesses. Use this information to help determine your goals and objectives for the next year as well as in planning activities.

A copy of the sample Kindergarten Transition Plan as well as a blank Kindergarten Transition Plan can be found on the Arizona Department of Education website under Early Childhood Programs, Resources for Parents and Teachers. www.ade.az.gov/earlychildhood/

APPENDIX D: Lesson Plan Template

Rationale Statement: (What is your hook, why have you chosen this set of objectives/ unit/project?) Which children's interests have you noted that you are using to create your theme/project? Which instructional needs have you identified?):

Objectives:
- ○
- ○

State Standards:
- ○
- ○

Environmental Plan: Materials/activities you will **add** to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme, and/or project.

Language/Literacy	Science	Manipulatives	Music/Movement
Dramatic Play	Computer/Technology	Outdoor Environment	Sand/Water
Blocks	Art	Special Needs Adaptations	ELL Adaptations

Teaching Responsibilities and Interactions: Activities that you as the teacher will plan and how you will facilitate receipt of the information for the student – group times, learning center activities, scaffolded learning opportunities. How will you interact with children during activities? What vocabulary will you use and in what context?

Essential Information (What is essential for the student to know related to your objectives? How will you embed the information into the environment and other learning opportunities?

Vocabulary/What I will do:

Numeracy Skills/What I will do:

Small Groups: (How will you engage children in small group activities to occur during choice time? What language strategies will you use during groups, and how will you encourage conversation between children and adults?)

Modeling: (How will you demonstrate the skill/competence? What other students have the skill that can assist?)

Assessment: (Criteria by which the student's progress will be evaluated, how will you know the student met the objectives?)

Eliciting Responses (What questions will you ask students during play and group activities? What activities will you set up to obtain a behavioral response?)

*Checking for Understanding (*Strategies to determine if students understand the information presented, observations/behaviors for which you will be watching, strategies/questions for eliciting responses)

Closure: (Reviewing and clarifying the key points, summary activity, how and when will you wrap your day's or week's activities?)

Family Involvement: (How will you actively engage families in the learning process?)

To Do List: (What materials do you need to gather? What resources do you need to locate? What do you need to prepare in advance?)

Reflection: (What worked, what didn't?)

Environment/Materials (What materials/activities were too difficult? Too easy? What help children's interests and engaged them, what didn't? Did you have enough materials of interest throughout the classroom, or did all the children congregate around one activity?)

Lesson (How well did the plan work, was enough planned? Too much? Did children maintain interest or go in other directions? What will you do the same if you repeat this? What will you do differently the next time?)

Appendix E: Resources for Hearing and Vision Screenings

Early identification of children with special needs ensures that young children receive the services and supports necessary to maximize their opportunities for healthy development and learning. All children participating in a FTF Pre-Kindergarten Scholarship Grant classroom will receive a hearing and vision screening within the first 45 calendar days of the first day of attendance in the program. Hearing and vision screenings must be conducted by those who have been trained to administer the screening instrument.

Training & Equipment

Equipment Loan Program
www.azdhs.gov/phs/owch/sensory.htm
(602) 364-1400

T3 Training Information
http://ag.arizona.edu/maricopa/t3/about.php
(602) 827-8200 Ext. 353

HEAR for Kids
http://earfoundationaz.com
(602) 690-3975

General Information

Arizona Literacy and Learning Center
http://azlit.org
(602) 212-1089

AZ Vision and Hearing – Screening for Success
www.azvisionandhearing.com
(480) 227-6935

Community Health Centers
www.aachc.org
(602) 253-0090

Community Wellness and Safety of Arizona
http://communitywellnessofaz.com
(480) 325-6459 Ext. 105

Head Start/Early Head Start
http://azheadstart.org
(480) 557-9607

Indian Health Centers
www.ihs.gov
(602) 364-5039

Pediatric Audiologists
http://aznewborn.com
(602) 364-1409

School Districts: Find-A-School Database
www.ade.az.gov
(602) 364-1530

School-Based Health Clinics
www.azsbhc.org/locations.php
(602) 263-8002

University Hearing Clinics
Arizona State University
http://shs.asu.edu/clinic-h
(480) 965-2373

Northern Arizona University
http://csd.nau.edu/clinic/index.php
(928) 523-2969

University of Arizona
http://slhs.arizona.edu/services/hearing-clinic-children
(520) 621-1644

Forms and Documents – 45 Day Screening
Pre-Kindergarten 45 Day Screening

Name of Student		DOB	SAIS #
Date of Entry	Date of Screening	Teacher	School/Site

VISION

Yes	No	
☐	☐	Appears to see well up close
☐	☐	Appears to see well at a distance
☐	☐	Squints or turns head to see
☐	☐	Holds hand over one eye
☐	☐	Has trouble with eyes
☐	☐	Other:____

COMMUNICATION

Yes	No	
☐	☐	Has speech that is difficult to understand
☐	☐	Does not talk in class
☐	☐	Often stutters
☐	☐	Has difficulty expressing ideas
☐	☐	Speaks too loudly
☐	☐	Speaks too softly
☐	☐	Uses three or more words in a sentence
☐	☐	Other:____

MOTOR

Yes	No	
☐	☐	Can feed self
☐	☐	Can dress self with help
☐	☐	Problems with gross motor development (clumsy or awkward)
☐	☐	Problems with fine motor skills (reaching, grasping, manipulation of objects, picking up small objects)
☐	☐	Other:____

HEARING

Yes	No	
☐	☐	Does not respond to name, directions, or questions in class
☐	☐	Frequently asks for information to be repeated or asks "What?"
☐	☐	Has significantly delayed language
☐	☐	Has frequent earaches
☐	☐	Seems not to pay attention
☐	☐	Difficulty telling where sounds and voices are coming from
☐	☐	Speaks too loudly or too softly
☐	☐	Other:____

SOCIAL/BEHAVIORAL

Yes	No	
☐	☐	Repeated rocking or head banging
☐	☐	Frequent temper tantrums
☐	☐	Frequent hitting or biting
☐	☐	Easily frustrated
☐	☐	Difficulty completing tasks
☐	☐	Avoids social interaction with peers/adults
☐	☐	Difficulty sharing toys or materials
☐	☐	Difficulty following directions
☐	☐	Cannot remain seated to complete snack or meal
☐	☐	Cannot remain seated to have a book read
☐	☐	Other:____

SENSORY

Yes	No	
☐	☐	Dislikes touches
☐	☐	Avoids contact with others
☐	☐	Frequently has hands in mouth
☐	☐	Seems overly sensitive to sound
☐	☐	Frequently makes loud noises
☐	☐	Fearful of activities involving moving through space
☐	☐	Poor safety awareness during climbing/movement activities
☐	☐	Frequent repetitive movements
☐	☐	Fearful of activities which challenge balance
☐	☐	Other:____

ADAPTIVE DEVELOPMENT

Yes	No	
☐	☐	Poor self care skills related to personal hygiene, dress, maintaining personal belongings
☐	☐	Poor social skills related to working cooperatively with peers, social perceptions, response to social cues, or socially acceptable language
☐	☐	Poor ability to understand directions, communicate needs, and express ideas
☐	☐	Lack of school coping behaviors related to attention to learning tasks, organizational skills, questioning behavior, following directions, and monitoring time use
☐	☐	Other:____

PRIMARY LANGUAGE INFORMATION

Language used most often by student:

Primary home language of student:

☐ **FURTHER SCREENING IS NEEDED**

☐ **NO CONCERNS AT THIS TIME**

Teacher Signature: _____   Date: _____

Forms and Documents – 2012 Federal Poverty Guidelines

2012 Federal Poverty Guidelines 48 Contiguous States and the District of Columbia

Family Size	25%	50%	75%	100%	175%	200%
% Gross Yearly Income						
1	$2,793	$5,585	$8,378	$11,170	$19,548	$22,340
2	$3,783	$7,565	$11,348	$15,130	$26,478	$30,260
3	$4,773	$9,545	$14,318	$19,090	$33,408	$38,180
4	$5,763	$11,525	$17,288	$23,050	$40,338	$46,100
5	$6,753	$13,505	$20,258	$27,010	$47,268	$54,020
6	$7,743	$15,485	$23,228	$30,970	$54,198	$61,940
7	$8,733	$17,465	$26,198	$34,930	$61,123	$69,860
8	$9,723	$19,445	$29,168	$38,890	$68,058	$77,780

Family Size	25%	50%	75%	100%	175%	200%
% Gross Monthly Income						
1	$233	$465	$698	$931	$1,629	$1,862
2	$315	$630	$946	$1,261	$2,206	$2,522
3	$398	$795	$1,193	$1,591	$2,784	$3,182
4	$480	$960	$1,441	$1,921	$3,361	$3,842
5	$563	$1,125	$1,688	$2,251	$3,939	$4,502
6	$345	$1,290	$1,936	$2,581	$4,516	$5,162
7	$728	$1,455	$2,183	$2,911	$5,094	$5,822
8	$810	$1,620	$2,431	$3,241	$5,671	$6,482

FIRST THINGS FIRST
Ready for School. Set for Life.

United Way
Valley of the Sun
United Way

Prekindergarten Scholarship Program

Child/ Family Application

Primary Parent/Guardian Name   Street Address

City   Zip Code   Telephone #

Mailing Address *(if different from above)*

Email Address *(If Applicable)*

_____ Total number of adults in the household
_____ Total number of children in the household

Amount of Gross Income for the most recent month for each parent in household *(please select all sources that apply)*

Name Parent/ Guardian #1		Name Parent/ Guardian #2	
	Wages from paid employment		Wages from paid employment
	Child support payments		Child support payments
	Spousal maintenance *(alimony)*		Spousal maintenance (alimony)
	Government payments		Government payments
	Unemployment payments		Unemployment payments
	Other *(please describe below)*		Other (please describe below)

2012 Federal Poverty Guidelines 48 Contiguous States and the District of Columbia

% Gross Yearly Income						
Family Size	**25%**	**50%**	**75%**	**100%**	**175%**	**200%**
1	$2,793	$5,585	$8,378	$11,170	$19,548	$22,340
2	$3,783	$7,565	$11,348	$15,130	$26,478	$30,260
3	$4,773	$9,545	$14,318	$19,090	$33,408	$38,180
4	$5,763	$11,525	$17,288	$23,050	$40,338	$46,100
5	$6,753	$13,505	$20,258	$27,010	$47,268	$54,020
6	$7,743	$15,485	$23,228	$30,970	$54,198	$61,940
7	$8,733	$17,465	$26,198	$34,930	$61,123	$69,860
8	$9,723	$19,445	$29,168	$38,890	$68,058	$77,780

% Gross Monthly Income						
Family Size	**25%**	**50%**	**75%**	**100%**	**175%**	**200%**
1	$233	$465	$698	$931	$1,629	$1,862
2	$315	$630	$946	$1,261	$2,206	$2,522
3	$398	$795	$1,193	$1,591	$2,784	$3,182
4	$480	$960	$1,441	$1,921	$3,361	$3,842
5	$563	$1,125	$1,688	$2,251	$3,939	$4,502
6	$345	$1,290	$1,936	$2,581	$4,516	$5,162
7	$728	$1,455	$2,183	$2,911	$5,094	$5,822
8	$810	$1,620	$2,431	$3,241	$5,671	$6,482

SOURCE: Federal Register, Vol. 77. No.17, January 26, 2012, pp. 4034-1035

Please list the names, birth dates and any special needs for each scholarship child who will be attending.

Child's Name	Child's Date of Birth

Declarative Statement:

I affirm that the above information is true and correct to the best of my knowledge. I understand that my personal information contained on this application will be made available to the Pre-Kindergarten Program funding source. I also understand that scholarship funding is temporary in nature and that I may be liable for any dollars received based on false information.

Scholarships are awarded to the provider to be distributed to eligible parents by the provider. The provider is responsible for handling any questions or issues that might arise. If you have any questions regarding the scholarship program or the rules/regulations of your child care provider, please consult the provider's parent handbook or ask your Pre-K Scholarship provider.

_____
Signature

_____
Printed Name

_____
Relationship to Child

_____
Date

For Completion by Provider	
	All items in application are completed
	Family income verified
	Copies of income verification to determine eligibility have been attached
	Child citizenship/legal residency verified
	Child's age verified
	Parent(s) school/training enrollment verified (refer to Questions 3-4 on Family Application)
	Date
	Initials
Notes:	_____
	_____